



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2797 North Introspect Drive, Tucson, AZ 85745

Luz Academy of Tucson, Inc

### AZ LEARNS<sup>1</sup>

#### High School Achievement Profile <sup>(a)</sup>

2004-05	Performing Plus
2003-04	Performing
2002-03	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress <sup>(b)</sup>

2004-05	Not Met
2003-04	Met
2002-03	Met

#### School Improvement Status <sup>(b)</sup>

2004-05	Warning Year
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. Alfred B. Montes  
 Schedule : 07:30 AM to 04:30 PM  
 Grades : 9-12  
 2005 Enrollment : 209  
 Web Address : laot@luzacademy.com  
 Phone Number : (520) 807-5892  
 Fax Number : (520) 807-2120  
 E-mail : fmontes@luzacademy.com

### Mission

Luz Academy prepares students to excel academically at institutions of higher learning by ensuring personal, intellectual and social growth promoting a leadership vision with an international perspective in a global and technological world.

### School / Academic Goals

- ü Students will continue to improve testing results on all state-mandated and programatic testing to include the Stanford 9, The Arizona Instrument To Measure Standards (AIMS), The Pima College Assessment and college entrance qualifying exams.
- ü Students will avail themselves of concurrent enrollment high school and college courses while enrolled at Luz Academy with the ultimate goal of graduating students from this high school with a community college associate degree.
- ü Students will be educationally oriented toward a global perspective that will focus on a community of nations and a human bond of peoples. Technology and commercialism will be instuctional focal points in an ever increasing global picture.
- ü A total commitment to a school community concept will continue to be emphasized. A cooperative effort by parents, the school and the community will be nurtured to bring maximum benefit to our students.

### Enrollment

October 1, 2004 School Year Student Enrollment : 224  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2004-05 : 229

## Instructional Programs

- ü Honors Classes in some Disciplines
- ü Special Education Program (Resource)
- ü Computer-Based Reading Program
- ü Early College Program-Dual Enrollment
- ü After School Tutoring
- ü Saturday School Tutoring
- ü Off Campus College Courses
- ü AP Courses

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 48 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

Luz Academy has a Letter of Understanding signed by parents and students emphasizing safety and academics. The Letter of Understanding also commits parents to 40 hours of volunteer work within the school during the school year. Student academic achievement is monitored for progress and parents are informed of student status through periodic grades reports. Parents are involved in each phase of grading procedures. Parent/teacher conferences are held as necessary.

### Parents

Parents are required to provide a suitable home environment for study. Parents must actively ensure that homework is accomplished. Parents are responsible to contact the school regarding absences, request for conferences, or family emergencies. Parents are asked to contribute 40 hours to school-related activities or projects. Parent participation is highly encouraged and requested.

## Transportation Policy

Parents are responsible for transporting their children when feasible. To sustain enrollment, this school provides three school buses for students whose parents find transportation arrangements to be extremely difficult or impractical. Our open enrollment policy attracts students from several outlying areas of Tucson. Transportation is provided to and from school. Transportation is also available for students who remain after school for tutoring or school-related activities.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü AAIA State Boys Basketball - 1st Place Winners- 2004,	2005
ü AAIA State Girls Basketballball- 1st -2004, Runner-Up-	2005
ü U of A President's Award For Academic Achievement	2005
ü Chancellors Recognition Award - Pima Community College	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 <sup>3</sup>

## 10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	68	69846	100	100	100	683	683	699	34	34	21	15	15	11	47	47	49	3	3	18
All Students (Prior Year)	62	62	65934	94	94	100	480	480	492	61	61	43	15	15	18	18	18	24	6	6	15
Female	25	25	34328	100	100	99	679	679	702	35	35	19	15	15	12	50	50	51	0	0	18
Male	43	43	35509	100	100	100	685	685	696	33	33	23	15	15	11	46	46	48	5	5	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	62	62	23363	100	100	100	681	681	680	38	38	32	15	15	16	43	43	45	4	4	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	NC	NC	4785	NC	NC	100	NC	NC	671	NC	NC	39	NC	NC	17	NC	NC	39	NC	NC	5
White	NC	NC	36421	NC	NC	99	NC	NC	714	NC	NC	12	NC	NC	8	NC	NC	54	NC	NC	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	62	62	62220	100	100	99	686	686	712	31	31	16	13	13	11	52	52	53	4	4	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	46	46	21421	100	100	92	681	681	686	39	39	35	15	15	15	41	41	43	5	5	7
Non-Economically Disadvantaged	22	22	48489	100	100	100	687	687	704	22	22	15	17	17	10	61	61	52	0	0	23

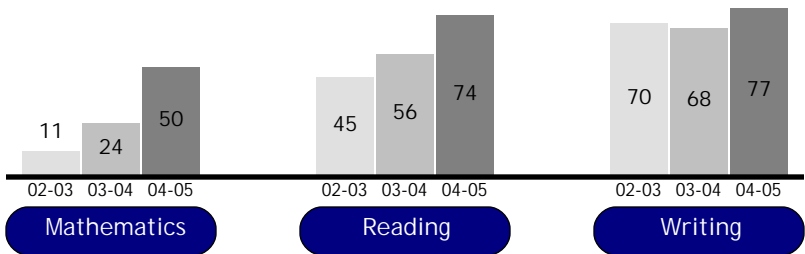
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	64	64	71311	94	94	100	695	695	694	0	0	7	26	26	21	74	74	63	0	0	9
All Students (Prior Year)	63	63	68162	98	98	100	503	503	509	8	8	18	37	37	24	54	54	51	2	2	8
Female	25	25	34899	100	100	100	686	686	700	0	0	5	33	33	19	67	67	66	0	0	10
Male	39	39	36430	91	91	100	700	700	688	0	0	9	22	22	22	78	78	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	58	58	24056	95	95	100	693	693	672	0	0	13	27	27	31	73	73	53	0	0	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	NC	NC	5110	NC	NC	100	NC	NC	661	NC	NC	14	NC	NC	38	NC	NC	46	NC	NC	2
White	NC	NC	36841	NC	NC	99	NC	NC	713	NC	NC	3	NC	NC	12	NC	NC	72	NC	NC	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	62	62	63379	100	100	100	696	696	707	0	0	5	25	25	18	75	75	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	44	44	22243	96	96	93	690	690	677	0	0	14	28	28	32	72	72	51	0	0	3
Non-Economically Disadvantaged	20	20	49157	91	91	100	705	705	702	0	0	4	22	22	16	78	78	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	63	70868	93	93	100	697	697	688	0	0	5	23	23	23	73	73	63	4	4	9
All Students (Prior Year)	60	60	67629	94	94	100	524	524	524	10	10	22	22	22	16	68	68	59	0	0	3
Female	25	25	34710	100	100	99	697	697	697	0	0	3	24	24	19	76	76	66	0	0	12
Male	38	38	36176	88	88	100	697	697	678	0	0	7	23	23	27	71	71	59	6	6	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	57	57	23868	93	93	100	694	694	670	0	0	9	26	26	33	72	72	55	2	2	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	NC	NC	5001	NC	NC	100	NC	NC	661	NC	NC	9	NC	NC	41	NC	NC	48	NC	NC	2
White	NC	NC	36710	NC	NC	99	NC	NC	702	NC	NC	2	NC	NC	15	NC	NC	69	NC	NC	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	62	62	63054	100	100	99	698	698	701	0	0	3	22	22	20	75	75	67	4	4	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	43	43	21994	93	93	92	694	694	673	0	0	10	32	32	36	63	63	52	5	5	3
Non-Economically Disadvantaged	20	20	48960	91	91	100	705	705	694	0	0	3	6	6	18	94	94	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	No

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	25	25	41	94	26	NA	42	98	41	41	51
	Language	100	23	23	42	94	26	26	42	98	38	38	50
	Mathematics	100	34	34	60	94	44	44	63	98	38	38	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

## School Site Council

## Council Composition

- 3 School Administrator(s)
- 3 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 4 Student(s)

## Council Duties

- Ü Educational Goals and Objectives
- Ü Discipline and Positive Environment
- Ü Goals and Objectives of the School
- Ü Extracurricular and Social Activities
- Ü Curriculum Development
- Ü Safety and Health Education

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	16.00
Other Professional Staff	3.00	Teacher Aide	.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	2	1	0
4 to 6 years	2	0	0	0
7 to 9 years	2	1	0	0
10 or more years	1	3	1	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	21
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

## Special Facilities

- Ü Computer Labs (3)
- Ü Science Laboratory
- Ü Library
- Ü Music Room

## Extracurricular Activities

- Ü Student Council Representing All Classes
- Ü National Honor Society
- Ü Mariachi Group
- Ü Close Up Club
- Ü Extracurricular Sports Program

## Social Services

- Ü Community Referral Services
- Ü Crisis Intervention
- Ü Peer Counseling
- Ü Psychological Counseling
- Ü Grief Groups
- Ü Alternative Lifestyle Counseling
- Ü Substance Abuse Prevention
- Ü Sex Education

## Indicators of Success Based on Historical Data from 2004-05

## School Achievements/Accomplishments 2004-05

- Ü Luz Academy received its accreditation renewal from North Central Association for 2004. Luz Academy is scheduled for Team Visit in October 2005.
- Ü Two students attended the Cesar Chavez Leadership Institute at Arizona State University in June 2005. This one-week workshop is one of the most prestigious leadership schools conducted at ASU and is nationally recognized.
- Ü Twelve Luz Academy students traveled to Alicante, Spain in June 2004. Luz students took classes at the Universidad de Miguel Hernandez. Luz students traveled throughout south-central Spain.
- Ü Luz Academy received a 'PERFORMING' label from the Arizona Department of Education in its Achievement Testing program. It indicates that Luz Academy is making steady progress for the third year in a row in AIMS testing.

## Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	98	95	94	95
Transfers Out Rates <sup>5</sup>	15	12	12	17
Transfers In Rate <sup>6</sup>	22	28	28	37
Stability Rate <sup>7</sup>	84	87	87	82
Promotion Rate <sup>8</sup>	98	96	95	81
Retention Rate <sup>9</sup>	0	1	1	3
Dropout Rate <sup>10</sup>	1	0	1	6
Status Unknown <sup>11</sup>	0	0	1	4
Graduation Rate <sup>12</sup>	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).



## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

Luz Academy has developed an Emergency Contingency plan that addresses possible scenarios relating to student issues and campus emergencies. This plan ties in all local police, fire, and medical resources that would be needed in case of emergencies. The plan also coordinates campus personnel resources and facilities to meet emergencies that might arise. This plan has been distributed to interested parties.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

7

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	Alfred B. Montes	(520) 807-5892
Transportation Policy	Gloria J. Valenzuela	(520) 882-6216
Community Resources	Pepe Barron	(520) 882-6216
School Nutrition Programs	Gloria J. Valenzuela	(520) 882-6216
Parent Organization	Alfred B. Montes	(520) 807-5892
Student Health/Nurse	Dolores Arroyo	(520) 807-5892

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 209 Copies = \$80.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.